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ABSTRACT

This teachers' guide accompanies a series of reports from National Public Radio's "Class of 2000: The Prejudice Puzzle," which was broadcast on September 9-15, 1990. The series explores the impact of prejudice on the lives of young people through several interviews from a diverse student population. The guide includes synopses of the National Public Radio (NPR) reports, discussion questions for use with each report, and learning activities for students based on the reports. Section 2 summarizes recent prejudice reduction research. Sections 3, 4 and 5 present story discussions, classroom, and out-of-classroom activities to explore students' attitudes toward themselves and each other. Exercises for elementary, junior high/middle, and high school students are discussed separately. The appendix lists readings, both fiction and nonfiction, for juveniles, young adults, and adults on a range of prejudice-related topics. (EH)

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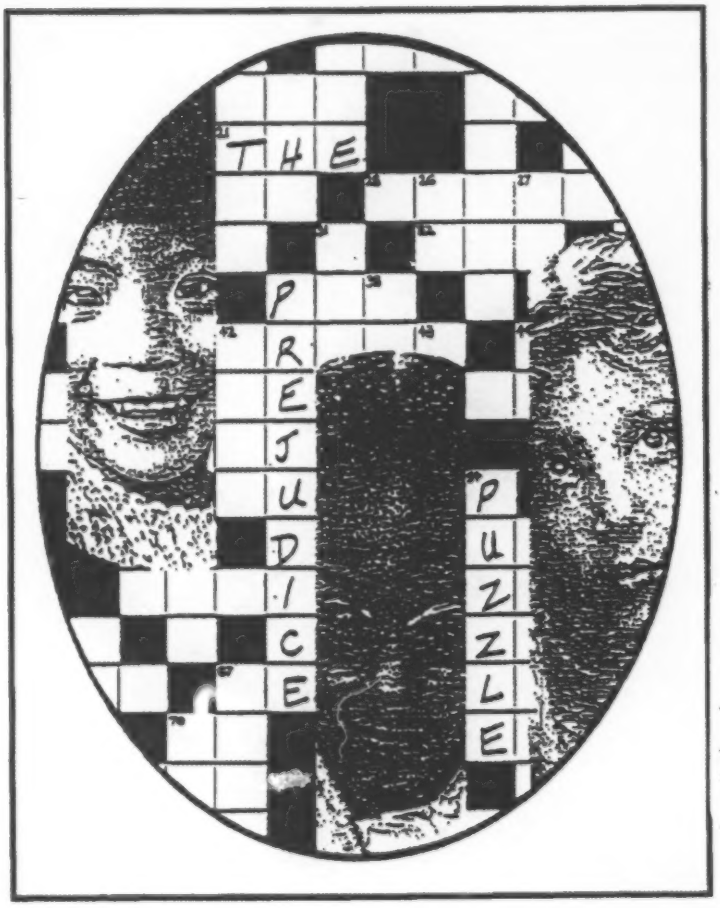
Class of 2000:
The Prejudice Puzzle℠

A Teachers' Guide



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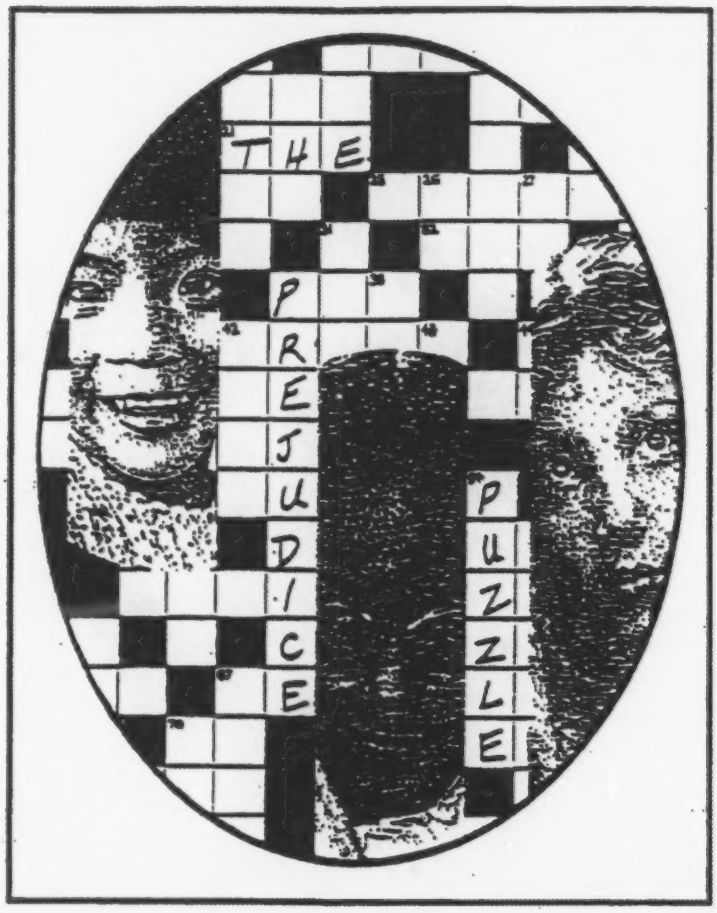
The Prejudice Puzzle℠

A Teachers' Guide

By Betty J. Belanus, Ph.D.



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Language Advisory: Some reports on the cassette tapes, "Class of 2000: The Prejudice Puzzle," contain strong language. Listener discretion is advised.

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Contents

I Introduction 1

II Recent Research 3

Learning How Students Feel 4
Daily Monitoring 5
Teaching Strategies 6
Using Specific Curriculum Materials 7

III Story Discussions 11

1. Jason Zimmerman 11
2. The Problem Child 12

3-7 Reports from Lincoln Park High

3. School Unity, Classroom Division 14
4. Crossing Racial Lines 15
5. Black Nationalism in the Cafeteria 16
6. 'Black Barbie' 16
7. Elvis Presley vs. Louis Farrakhan 17

8. Children of the Mosaic 18
9. Fat Camp in the Catskills 18
10. Non-Standard English 20
11. Juvenile Lock-up 21
12. In Alaska's Bush Country 22
13. Latino Images 23
14. GI Joe's Son 24
15. Gay Youth — Commentary 25

IV Prejudice 'Discovery' 27

Elementary School Activity: Colors 27
Junior High/High School Activity: Who Are You Calling 'Different'? 31

V Prejudice Reduction 37

Elementary School Activities 37
Junior High School Activities 39
High School Activities 42

Appendix: Related Reading 45

I: Introduction

National Public Radio's series of reports, "Class of 2000: The Prejudice Puzzle," explores the impact of prejudice on the lives of young people. The reports, which first aired Sept. 9-15, 1990, on NPR's newsmagazines, rely heavily on interviews of youths from many backgrounds. From biracial teenagers in New Mexico to overweight children at a New York "fat camp," from Native Alaskan high school students to youthful offenders in Maryland and Delaware "reform schools," young people examine their feelings and reactions to being perceived as "different."

This guide will help teachers, parents, and other educators use the series to facilitate discussion and reflection on prejudice in its many forms. Toward this end, the guide includes:

- ✓ Synopses of the NPR reports.
- ✓ Discussion questions for use with each report.
- ✓ Learning activities for students based on the reports.

Section II summarizes recent prejudice reduction research, including ways that the "Prejudice Puzzle" reports can be used as part of effective teaching strategies to reduce prejudice. Sections III, IV, and V offer discussion questions and both classroom and out-of-class activities to explore students' attitudes toward themselves and each other. Exer-

cises for elementary, junior high/middle, and high school students are discussed separately. (For the purposes of this guide, the term "junior high school" also refers to grades typical of "middle schools.")

When it first aired, the series prompted considerable involvement by public radio stations in community activities ranging from essay and art contests to "town meetings" and student forums. Excerpts from student essays and poems submitted in station-sponsored writing contests are included in this guide as examples of creative, anti-prejudice thinking among young people. The selections included were submitted in contests sponsored by WFAE-FM/Charlotte, North Carolina, and by WYSO-FM/Yellow Springs, Ohio, in cooperation with the Dayton and Montgomery County Public Libary. One selection was among others submitted directly to NPR. The writings are intended to inspire other students and educators to express their feelings about prejudice, self-esteem, and related issues.

The Appendix lists readings, both fiction and nonfiction, for juveniles, young adults, and adults on a range of prejudice-related topics.

II: Recent Research

The "Prejudice Puzzle" reports can serve as an excellent tool for combatting prejudice. Through the voices of young people from across the country, the series vividly demonstrates that prejudice touches all our lives. Before using the series as a teaching tool, however, the educator should be familiar with basic facts about prejudice and recent research on prejudice reduction. This section summarizes recent writings about prejudice reduction and how teachers can influence it. Source materials for this discussion are listed at the end of this section. Further reading, including books for children, are listed in the Appendix.

Prejudice is a learned behavior. Children learn negative attitudes toward other people by observing and imitating important adults in their lives, as well as siblings and peers. Movies, television, radio, and other pervasive media also contribute to this learning process. A review of recent studies on development of behavior reveals:

✓ Children begin to develop attitudes about people's physical characteristics as early as age two.

✓ By three, children exhibit what are known as "pre-prejudices" — ideas and feelings that may develop into hardened prejudices if reinforced by prevailing attitudes.

✓ From three to five, children explore and question the attributes of their self-identity.

from:

"Don't Hate Each Other, Children"

Look to the piano
For your example
Black alone makes pretty
music
White alone makes pretty
music
But, black and white
together
can make music
so wonderful
and so majestic
Don't hate each other,
children.

— Shoshana Zeidman 12,
Dayton, Ohio

✓ From four to five, children stereotype gender behavior, express racial reasons for not playing with others, and exhibit discomfort or rejection around disabled people.

✓ Between seven and nine, children develop what psychologists call "true racial attitudes," likely to be long-lasting.

✓ By 12, children develop a complete set of stereotypes about all ethnic, racial, and religious groups.

Children, therefore, have a complete palette of attitudes toward other people by the time they enter school. Armed with awareness of this, teachers, parents, and other educators need to take steps early to attack the roots of prejudice — negative stereotyping, overgeneralization, ignorance about other people's customs, and low self-esteem. This sounds like an extremely tall order. Indeed, it can become one of the most important tasks of teaching. However, taken one step at a time, and kept as a constant goal, prejudice reduction can be achieved in the classroom, in the home, and in many other learning situations.

It's important to remember, always, that open-mindedness is also a learned behavior. Educators on all levels can help reduce prejudice by:

✓ Becoming familiar with their students' attitudes toward themselves and outside groups.

✓ Using as a teaching tool daily experience that displays prejudiced behavior.

✓ Learning and adopting proven teaching strategies to counter prejudice.

✓ Using existing curriculum materials designed specifically to address prejudice.

Learning How Students Feel

Like doctors who need to know the symptoms of their patients' diseases before they can treat them, educators need

to know how their students feel about themselves, each other, and other groups before they can deal effectively with prejudice in the classroom. Many teachers, parents, and other educators already know their students well enough to identify their attitudes. Even so, the most perceptive educators may overlook underlying tensions and surprising assumptions the young make.

Listening to the "Prejudice Puzzle" reports and discussing them with students can help educators perceive attitudes harbored by the young people they seek to influence. Thus, before entering into prejudice-reduction activities described in Section V, educators may wish to use one of the "discovery" activities in Section IV. These are designed specifically to reveal students' attitudes about themselves and others. References at the end of this section suggest other activities to help educators learn about their students' attitudes. Whatever method is used, this important first step should be taken by all educators concerned with prejudice reduction.

Daily Monitoring

One of the most effective teaching strategies for prejudice reduction is daily reinforcement of positive student attitudes toward themselves and others. Following a unit on prejudice reduction that uses the "Prejudice Puzzle" reports and related activities, a five-minute daily "prejudice check" could be instituted in the classroom. During this time students would discuss incidents from their own lives or in the news. This would work on any level, from kindergarten through high school. Young children, for instance, could tell about someone calling them names, or about how they noticed someone "different" at the grocery store. Older students could discuss something as simple as how they witnessed a new student being made fun of in the lunchroom, or as complex as the underlying causes of a violent racial incident in a major city reported in the national news. By talking out their feelings toward these daily events, students will become more aware of the pervasiveness of prejudice in their lives, and teachers will have more opportunities to counteract negative attitudes revealed in the discussions.

Teaching Strategies

Deborah A. Byrnes identifies four effective classroom strategies to combat prejudice. Teachers interested in prejudice reduction should become familiar with them and supplement the brief discussion here by reading detailed explanations, including Byrnes'. (Her article can be found in *Social Education*, April-May 1988.) Of primary importance is recognition that oversimplification of any teaching strategy can lead to misconceptions.

*1. **Increased social contact*** among different groups is the first strategy cited by Byrnes. This does not mean the "show and tell" exercises about other cultures sometimes instituted in classrooms, such as staging a Mexican "fiesta" or serving chow mein on Chinese New Year. In fact, such "cultural exchange" may inadvertently feed existing stereotypes. Instead, students need to relate to people from other groups by seeing them as individuals first and representatives of their cultures second.

One suggested way of increasing contact is by pairing students with different backgrounds in learning teams. By working together toward a common goal, children can get to know one another as people instead of as "the Southeast Asian kid" or "the kid in the wheelchair." The "Prejudice Puzzle" reports introduce young people from various cultures who discuss candidly their personal reactions to being perceived as different. We meet, for instance, a young Amerasian who searches for his own identity after coming to America, and multiracial teenagers who find both advantages and disadvantages in claiming their multiple heritages. The reports, therefore, can serve as excellent ice-breakers for increased interaction among people of different backgrounds. (See Section III.)

*2. **Improving student self-esteem*** is Byrnes' second prejudice-reduction strategy. Students with poor self-esteem, according to studies, are likely to have more and stronger prejudices than those with a higher sense of self-worth. Byrnes reports:

> Teachers are important adults in the lives of young children and play important roles in determining how

children perceive themselves. In general, research tells us that children have higher self-esteem in school environments that foster security, acceptance, independence, and responsibility and where warmth, praise, and appropriate limits are consistently present. (Byrnes, page 267).

Some of the "Prejudice Puzzle" reports include strong statements that reinforce the importance of self-esteem in one's attitude toward both self and others. "Jason," for instance, shows how the parents of a young African-American dwarf helped him gain the self-esteem that has given him a "can't lose" attitude toward life. (See Section III, page 11.)

*3. **Increasing the "cognitive sophistication"*** of students is Byrnes' third strategy. This involves encouraging students to consider all sides of an issue and to recognize faulty judgments that may arise from overgeneralization or rigid assumptions.

Stereotyping results from a lack of what social scientists call cognitive sophistication. Byrnes suggests activities that move students beyond "judging a book by its cover" and that identify faulty reasoning that can lead to judging others unfairly.

I had three good friends that were black girls. Every day. . .we would work together in most of our subjects. One day, my teacher called me to her desk and asked me why I was working with three black girls when there were many other white girls in the class. I replied, "They are my friends." She came back saying I shouldn't waste my time with them because I could get somewhere in life.... Even though I was different from those girls on the outside, we were all alike on the inside.

— Lacy Smith, 13
Huntersville, North Carolina

Listening to and discussing the "Prejudice Puzzle" reports can help students increase their cognitive sophistication. For instance, the five reports on Lincoln Park High School explore many aspects of race relations in an "integrated" setting. Discussing whether Lincoln Park succeeds in its attempt to integrate black, white, and Hispanic students can stimulate the kind of thinking that considers every side of an issue, thinking essential for prejudice reduction. (See Section III, beginning on page 14.)

*4. **Increasing empathy and understanding*** of other cultures is the fourth and final strategy identified by Byrnes. Students who gain insight about how it feels to be regarded as different are more likely to be tolerant and accepting of differences. Byrnes suggests that children read stories or view audio-visual materials that create empathy for the individuals or groups portrayed; create their own stories that tell about people being discriminated against; or enact simula-

tions that put themselves "in the place of" others (for example, stuffing one's mouth with cotton and trying to talk to simulate the trouble someone with a speech impediment has communicating with others). Discussions should focus on people's feelings and how absurd it is to discriminate against people because of how they look or talk.

The "Prejudice Puzzle" reports provide excellent material for increasing empathy toward others. "Fat Camp in the Catskills," for instance, explores with several overweight young people their feelings about living in a "thin world." In "Juvenile Lock-Up," youthful offenders express their personal outlook on life in a detention center.

Many excellent books for young people also offer opportunities to build understanding for others. Several are listed in the Appendix.

Curriculum Materials

The "Prejudice Puzzle" reports, used with this educators' guide, provide the basis for a series of units on prejudice reduction. However, teachers should also be aware of a number of comprehensive curriculum materials that have been developed for use in the classroom and that can be easily obtained.

✓ Materials developed by the Anti-Defamation League of B'nai B'rith reflect years of research and classroom testing. They include the curriculum package, "A World of Difference," and other materials for classes at both elementary and secondary schools.

These suggest excellent readings and activities. A number of other audio-visual materials are also available from this organization. For a list, write:

Anti-Defamation League
823 United Nations Plaza
New York, NY 10017
Tel. (212) 490-2525

✓ The April-May 1988 issue of Social Education is another rich source of curriculum ideas for social studies teachers and references to other sources.

✓ A teachers' guide developed by the Fellowship of Educators To Combat Racism, Anti-Semitism, and Apartheid, of the Israel Teachers' Union, gives the subject an international perspective.

✓ In the September 1990 issue of Creative Classroom, Deborah Gore suggests a number of elementary school activities for prejudice reduction.

Source Materials

Byrnes, Deborah A. "Children and Prejudice." *Social Education* (April-May 1988): 267-271.

Freedberg, Louis. "'Angels Come in All Colors': Teaching Children About Race and Racism." *The San Francisco Chronicle* (April 29, 1990): 9-10.

Gore, Deborah. "You Can Help Reduce Children's Prejudices." *Creative Classroom* (September 1990): 49-56.

Oldenburg, Don. "Putting Down Bias: A New Approach to an Age-Old Problem." *The Washington Post,* (March 16, 1990).

III: Story Discussions

The following are introductions to the reports on the "Prejudice Puzzle" cassettes and suggested questions for class discussion. The intention is to generate free, open, and honest discussion among students.

In preparing for classroom discussion, teachers are urged to listen in advance to the report that will be discussed. They should also prepare questions for discussion that more specifically relate the reports to situations or cultural and ethnic groups in the school's present population. The questions below are intended as points of departure.

1. Jason Zimmerman

(Side 1: approximate time — 14 minutes)

Jason is a 17-year-old dwarf. He's in R.O.T.C. and works in a Beaufort, South Carolina, supermarket after school. Everybody likes him, enjoys his sense of humor. He has won trophies in karate, he's a solid wrestler, and he enjoys break dancing. Vertamae Grosvenor tells one young man's success story.

"I said, 'You know, everybody is different. You're different in that you're smaller, your father's different because he's smaller also. And, I'm different because I'm taller. And, there are people taller than I am.' I said, 'But, rather than fighting people, what you should say to them [is] "If you

The Stare

While I sit in my wheelchair
they look and stare.
I can't stand the way they
prejudge my chair.
Some looks assume I'm
feeble or weak,
while others scrutinize the
worth and merit in me.
Some do not realize I can
think and see or hear the
way they mock my
speech.
While others see my limits
are outside my body and
not within me.

—Germaine Marie Martin, 12; Dayton, Ohio

don't understand what it is about me that is different, let me explain it to you." And, they will leave you alone.' Well, he must have taken some of that, and it seemed to have worked for him."

— Joyce Beach Zimmerman, Jason's mother
Beaufort, South Carolina

"Wow! It amazes me sometimes the things that I've done, 'cause people have said..., 'You'll never be able to lift weights, you'll never be able to run track, you'll never be able to play any sports.' People said, 'Just be good, do good in school and get an "A" average and go out and become a scientist or a doctor or something...because you'll never be able to be anything, do anything spectacular. You're just too little, you're just too short.'"

— Jason Zimmerman, 17, Beaufort, South Carolina

✓ What difference have Jason's parents made in his attitude toward himself and life in general? Give examples.

✓ What stereotypes do you think people have about dwarfs? How has Jason overcome them?

✓ The word "disability" is never used in this report. Do you think Jason's size could be viewed as a disability?

2. *The Problem Child*

(Side 1: approximate time — 19 minutes)

In 1985, when he was 16, Thomas Smith became the first student in Louisiana to be barred from public school because of the threat he posed to others. Authorities believed it was the only way to deal with a boy who had a gifted mind but a history of violent behavior. Thomas set out to refute the labels pinned on him. He didn't make it. When Claudio Sanchez interviewed him and the adults who shaped his life, Thomas was in jail, accused of murder.

"In Jefferson Parish, 8,000 students are expelled at least once every year. That's a lot for a school district of 56,000 students. One out of three never finish high school here. And, in both categories, they're usually poor, and black."

— Claudio Sanchez, correspondent

"At risk, disadvantaged, low income: the kid doesn't know he's all of these things, okay, until he's told. Then this boy — little boy — begins to get this message very early, sometimes in his own community."

— Dr. Spencer Holland, Dean, Department of Education
Morgan State University, Baltimore, Maryland

"These kids are mad as hell. Because the system has failed them all around. Why should we expect that a 14- or 15-year-old kid, within our short period of 'therapizing' him and educating him, now becomes a middle class citizen as we define middle class citizens? That's wrong."

— Tom McGee, Juvenile Court Judge
Jefferson Parish, Louisiana

"Because you live in a certain community, and this is what goes on in that community, you label everything in that community as drug dealers or murderers or thieves or robbers, you know. And I don't like that picture they were trying to paint of my son. I don't."

— Mrs. Veronica Tillman, Thomas Smith's mother
Harvey, Louisiana

✓ Thomas proved he could be a straight-A student when he wanted to. Why didn't he continue his studies? How did he become an expert called on by social workers and youth groups?

✓ Name some of the "middle class values" that teachers and school administrators want "disadvantaged" youth like Thomas to adopt. Are these values valid in the "real life" of the street?

✓ Do you think Thomas was one of the "children without a conscience" that the school administrator described in this report? How does his mother explain his constant trouble-making?

✓ If you were a teacher and had a student like Thomas, how do you think you would treat him? Why?

Reports from Lincoln Park High

Reporter Ira Glass spent several weeks in the spring of 1990 at an "integrated" magnet school in Chicago. He went to classes with the teenagers and cut classes with them, attended their prom and hung out at a pizza joint with them. His five reports (numbers 3 through 7, below) aired daily on MORNING EDITION.

3. School Unity, Classroom Division

(Side 2: approximate time — 9 minutes)

The high school's "magnet" pulls in two directions. Reports Ira Glass: "In one class I attended the blacks sat on one side of the room, whites on the other, empty chairs between them like a demilitarized zone...." But the school has its successes as well — in boys' gym, in arts class, on a graffiti expedition.

"One of the reasons that schools were integrated in this country was to provide an equal education for minorities. At Lincoln Park, many students complain to me that their education is not equal."

— Ira Glass, reporter

"I think, you know, it's really easy for us to stand here and say, 'Yes, children with natural intelligence should get into I.B. (International Baccalaureate) and should get these special benefits, because we've already got them. And, we're here. And, maybe there are a lot of people that are in general (curriculum) and are just as smart as a lot of people in here, but haven't had the opportunity...."

— I.B. freshman

✓ Describe the differences between the I.B. students and the general students at Lincoln Park. Are students similarly separated in your school?

✓ What do you think the student in the general curriculum meant when he said, "The blacks think it's their turn to be prejudiced"? How had this attitude taken form in the general classes at Lincoln Park? Do you find similar behavior at your school?

✓ Why do you think students who have some activity together, such as sports or drama class, get along better?

✓ Do you think the plan of Lincoln Park is "a formula for failure" or an example of successful integration? What evidence does this story give on both sides of this argument?

4. Crossing Racial Lines

(Side 2: approximate time — 8:30 minutes)

Tensions between students don't always involve race. Sometimes cultural differences are bigger obstacles. A young black man says he spent three years trying to be "cool" and to "boost my rep." His quest ends with a "dream date" to the prom who is Jewish. Before the night is over they argue. He ends up at a party, "alone with my rum and Coke."

At school a lot of kids feel the need to disdain others so that they can feel better about themselves. I'm always wondering if I'm their next target.

— Jennifer Ray, 15
Lancaster, South Carolina

"Somebody like Calvin, who struts through the school hallways, moves between these different teenaged worlds, buoyed by a more confident sense of self. For David, who's a little less sure of himself, these confrontations of race and class and sex are a little more painful."

— Ira Glass, reporter

"If this school wasn't integrated, it would be a hell hole. It wouldn't be fun at all. If it was just blacks only, they'd probably be fighting each other every day."

— Calvin Holley, sophomore

✓ Why do David's friends call him an "Oreo"?

✓ Why is Calvin more successful than David at getting along with both black and white students at Lincoln Park?

✓ Relate the experiences of David and Calvin to your own and those of students you know.

✓ Describe David's prom experience and the chasm that divides him and his date: is it mostly racial, ethnic, or economic?

5. *Black Nationalism in the Cafeteria*

(Side 2: approximate time — 9:15 minutes)

A black student finds it hard to stick to some of his newly-found separatist beliefs: some of his best friends are white. Black pride has other complications for him, too: the implications of interracial dating, Islam's rules about respecting women, and whether or not to have pork sausage on his pizza.

"Walk through the halls of Lincoln Park, and you see lots of black and white kids together in little groups at their lockers, and you see lots of kids who stick with their own race."

— Ira Glass, reporter

"When I got here, I had the most negative outlook on anything that even appeared to be white. I wasn't pleased that the lights were white."

— Senior athlete

✓ Describe the student's "black racism." Why is it hard for him to maintain it?

✓ What are some of the signs of increased black nationalism at Lincoln Park?

✓ Have you seen signs of increased black nationalism at your school? What do you think is causing it? Is it justified?

✓ Do you think Eli is a hypocrite, or has he found a balance between his interest in black nationalism and his friendship with white students?

6. *'Black Barbie'*

(Side 2: approximate time — 8:45 minutes)

Kim Anderson is in an honors program. Other blacks call her "Black Barbie." She goes to "goofy school dances" because "I don't want to think that I'm racist against my own people." She thinks about race all the time.

Every day we went up to the club to swim or golf, and not once did I notice that everyone was white. At first, I thought maybe that's just the way it happened to be, but then I remembered that when my dad filled out the application to join, he had to send a family picture. Now I understand why. I was just as blind as the rest of this world. When we have something good, we don't stop to think about who's counted out.

— Todd Rodriguez, 17
Charlotte, North Carolina

"That's my big question: 'What makes, like, a black person black?' 'Cause someone's always...[saying], 'Well, you're not really black.' What makes a black person black?"

— Kim Anderson, senior

✓ Why do black students call Kim "Black Barbie"? How and why does she try to prove them wrong?

✓ Have you ever experienced anything like this?

✓ What does the term "country" mean to Kim and her friends? Why does she call her cousin "stereotypical"? Why does she say she is prejudiced against this type of person?

7. Elvis Presley vs. Louis Farrakhan

(Side 2: approximate time — 8:30 minutes)

The arts program at Lincoln Park High comes close to fulfilling what civil rights activists hoped for a generation ago. But integration "stops at the edge of the school grounds." There, differences collide for two "best friends" — their neighborhoods, their families, and their heroes.

"One problem with school integration is that it stops at the edge of the school grounds. At the end of the day, most of these students return to segregated neighborhoods, separate worlds. Whites on the North side, Blacks on the South side, Hispanics on the West side."

— Ira Glass, reporter

✓ Describe the mixture of students in the drama class. Why do they have trouble talking to one another sometimes? Why do some of them avoid one another outside class?

✓ Describe the disintegration of Eli and Mike's friendship. Do you think it could have been saved? How?

✓ Relate Eli and Mike's relationship to one you've had with a friend who was different from you?

Think Twice

Everybody is a little bit prejudiced — some more than others. But the people who are more prejudiced can hurt people's feelings really badly. I should know. Prejudice comes in all forms. For some people, it's the way they dress, speak and look. I have been teased about all those things and about being adopted. I get treated differently because I am black and my parents are white. It doesn't matter how people look, speak or dress. They are people, just like you. Being adopted is no different, either. Adopted children still make a family, just like you. Think twice before you tease somebody. Think how it would make you feel. Don't do it!

— Lauren E. Darcy, 10
Dayton, Ohio

8. Children of the Mosaic

(Side 3: approximate time — 21:30 minutes)

Amy, 17, has a Thai aunt and a Spanish uncle. Another uncle is Chinese. Her mother is white, her father black, and she says she is neither. Vertamae Grosvenor talks with Amy and other multiracial kids growing up in a race-conscious society.

"Although our society still reacts as though skin color and race determine who you are, this is not the reality for many biracial children.... Isn't it a matter of how Americans perceive Americans?"

— Vertamae Grosvenor, reporter

"I am black. And, I don't always say, but...in my head, I'm white, too. You know, I don't feel like I have to deny one to be the other. And I am both. I mean, a good way to make me angry is to say, 'You're not white.'"

— Amy Bale, 17, Santa Fe, New Mexico

✓ Why was "Guess Who's Coming to Dinner" such a controversial movie when it came out? Would it be today?

✓ How do multiracial children choose what race to identify with? What problems do they encounter when they try to identify with both? What advantages do they have, if any?

✓ Did the teasing Laura Rapkin received from Mexican schoolmates, from her cousin in North Carolina, and from schoolmates in Santa Fe make her want to deny any of her heritage?

✓ As the reporter points out, it used to be that "you could be a light-skinned black but never a dark-skinned white." Discuss the implications of this. Is it still true?

9. Fat Camp in the Catskills

(Side 3: approximate time — 18 minutes)

Correspondent Susan Stamberg visits Camp Shane, in Ferndale, New York, where young people go to lose weight

and deal with the problems of being fat. Kids describe dealing with sexuality and other secrets of life behind the wall of obesity. Comments one camper: "They only see the outside of you, not really the inside."

"We teach our children that it's not how you look, but what you are that really counts. But, it's rarely that we act on it. Young people who carry too many pounds on their bodies also carry the burden of those unlearned lessons."

— Susan Stamberg, correspondent

"Some people look at a person and they immediately see 'overweight' or 'skinny,' and they sometimes judge on that. They only see the outside of you, not the inside of what you really are."

— Camper, Camp Shane

"They showed four pictures to kids in nursery school. And, they showed a thin kid without a toy, and a fat kid with a toy. And, seven or eight out of ten chose the thin kid without a toy over the fat kid with a toy, because he was fat. It's just something that says, 'He's different. He's different from you, avoid it. It's different, I don't understand it, I don't want to deal with it, keep it away.'"

— Ken Markowitz, counsellor, Camp Shane

✓ What are the stereotypes of a "fat personality"? Do you think they are true? Describe some of the emotions overweight young people in the story experience when they are stereotyped this way.

✓ Is prejudice against overweight people different from prejudice against people of another race or ethnic group? If so, how?

✓ What are some of the "secrets of the fat" used to get along in the "thin world"?

✓ Can you think of any other groups that might have such "secrets" to help them get along in a society ruled by the majority?

from:

Ode to a Fat Girl (Or, How I Live in a Thin World)

Many people assume fat people are lazy and unmotivated. *Obesity is not a disease!* As soon as we all realize that one person is not better than another, we are on our way to ending prejudice, big or small, black or white. I believe it.

— Melissa Fowler, 14
New Carlisle, Ohio

10. Non-Standard English

(Side 4: approximate time — 19 minutes)

As the nation becomes more culturally diverse, pressure mounts for all Americans to speak "standard" English. Reporter William Drummond has been listening to how young people talk across the country, from mainland inner cities to the Hawaiian Islands. He reports that youngsters reaching adulthood in the year 2000 may find themselves in a confusing mix of national pride and cultural preference.

"In a series of decisions in the late 1980s, the federal courts have ruled repeatedly that employers have the right to discriminate against an individual because of any so-called 'non-standard English accent.' The youngsters growing up today who know only the language of the streets will carry a special burden into their future."

— Quentin Kopp, San Francisco Board of Supervisors

"Learning one language does not mean losing another. With all of the cultural strengths of America, I mean, we should be a multilingual people. And yet, here we are, still fighting the basic concept of bilingualism. There are people who are trying to declare English the official language of America — what's that?"

— Luis Valdez, playwright, San Juan Bautista, California

"We'll never give Pidgin up. We won't give it up. Because, it means something to us. It means we're not haoli (Hawaiian term for a white person), we're not Standard English, we are people of color. We won't give Pidgin up because we love it."

— Diane Kahanu, poet and teacher, Wainai, Hawaii

✓ Would you vote for or against making English the official language of the country? Why?

✓ What is an "American accent"? What advantages can people enjoy by adopting it? What do they have to sacrifice to do so?

✓ Explain how Hawaiian youngsters can "find themselves at odds with their own cultural roots" by speaking standard English.

✓ Answer the question: "Whose language is it, anyhow?"

11. Juvenile Lock-up

(Side 4: approximate time — 23 minutes)

"The sound of children has been muffled by brick walls," reports Brenda Wilson from juvenile lock-ups near Baltimore, Maryland, and Wilmington, Delaware. Fears of crime by young people convinced Americans that the juvenile justice system was too lenient. Now, more than 53,000 young people are growing up in American jails. Is the system denying our troubled children a chance at upward mobility?

"They are kids. They are handsome, they're precocious, they're intelligent, they're mischievous, they're all the things that your kids are. Difference: they've committed offenses against the law. These are still children. You don't treat them the same as you do criminals.... These are kids. Sometimes, you'd like to wring their necks, but they're still unfinished business."

— Judge David Mitchell, Juvenile Court
Baltimore, Maryland

"It was all my fault. My fault. I do believe I'm entitled to a mistake, though, right?"

— Gerard, 18, The Charles Hickey School, Maryland

✓ Do you think young people who commit crimes should be punished like adults? Has society been too easy or too tough on them?

✓ What does the interviewer mean when she says "childhood is lost" for these young offenders?

✓ If you were in charge, how would you redesign the juvenile offender programs to serve adolescents better?

✓ Why do white juvenile offenders more often get a second chance without getting locked up? Is this fair?

✓ Discuss Gerard's ambition to be a "big businessman." Do you think he'll ever realize it? Why?

12. In Alaska's Bush Country

(Side 5: approximate time — 22:30 minutes)

Most Eskimo youngsters in Southwestern Alaskan villages still speak their native language, Yupik. Their families survive by hunting, fishing, and gathering. But, like the TV images they see and build their dreams on, their education system is imported from the lower 48 states. Often, school lessons and media messages clash with their culture and frustrate their hopes, reports Howard Berkes.

"There's not a hell of a lot of hope for the children here. I mean, the options here are very slim, very slim. There are very few jobs. So, you can go fishing, or you can get married, you can move away, or you can commit suicide. That's one of the viable options, and kids take it everyday of the year out here."

— Rosie Porter, editor and publisher, The Tundra Drums
Akiachak, Alaska

"Part of the problem is that we felt everyone could become a middle class American. And that's not the case.... We have individual differences, we have cultural differences. And, until schools are able to teach students from both different groups, we'll continue to fail large numbers of youngsters that don't fit the middle of the road."

— William Demmert
Former Alaska Commissioner of Education

"Yupik children learn by observation and not by lecture. Yupik elders teach by showing, not telling. Yupik students tend to respond slowly to questions because elders teach them to think carefully about problems and obstacles. There is little classroom competitiveness in native villages. Cooperation and the common good have always been keys to survival."

— Howard Berkes, correspondent

✓ What things do the children of Akiachak know that they don't learn in school? Where and how do they learn these things?"

✓ What problems face native Yupik children in school? How do some teachers address these problems? If you were a teacher in Akiachak, how would you structure your class?

I was in the fourth grade standing under the breezeway with two of my closest friends and somehow the fact came up that I was an Indian. A horrified look came across their faces and one said, 'Better watch out, she'll kill you with a spear and scalp you. Those Indians are mean!' They began with the tee-pee routine. At that moment, I felt so alone, betrayed and ashamed of what I was. I could have cried, but pride wouldn't let me.... I had to forgive them because that's what history books and television have taught people to believe.

— Heather Cavan, 17
Charlotte, North Carolina

✓ Why do you think teacher Dan Langbauer was attacked by village people, and yet voted best teacher in his school?

✓ How do Akiachak parents, knowingly or unknowingly, contribute to problems for their children in the school system?

13. Latino Images

(Side 5: approximate time — 10:45 minutes)

Maria Hinajosa talks with Latino teenagers and others in this report on how mainstream American media stereotype Latinos — from "West Side Story" to "La Bamba." She reports that Latino kids are now challenging the stereotypes in their own voices and music — with Hip Hop and Spanish Rap.

"...(In the media, we) are the pimps, we are the social parasites, the people who don't build, the people who would destroy themselves in society unless white America was there. We're cardboard representations of evil and social problems."

— Richie Perez, Community Service Society, New York City

"People are not passive. They're active.... I think that a lot of where you see that kind of energy is actually in Rap music. It's talking back to this experience. It's struggling for definition. That's the other side of the coin, you know. That people are not just victims."

— Blanca Vasquez, professor, Center for Puerto Rican Studies, Hunter College, New York City

✓ Why are media images so important to Latino youngsters?

✓ Identify some other media stereotypes of Latinos or other ethnic cultures. Do you agree that these images reinforce notions of "white supremacy"?

✓ What artistic expressions have young Latinos created for themselves? How do these differ from those in mainstream media?

14. GI Joe's Son

(Side 6: approximate time — 11 minutes)

"What makes me different?" asks 18-year-old Tom Willis. "I am half-American and half-Vietnamese." His friends at work call him "Lee," those at school call him Tom. If you ask him, he says to call him whatever you want, then eagerly waits to hear your decision, "almost as if he's waiting for a clue to his identity," says reporter Maeve McGoran.

"Tom Willis is one of 30,000 Amerasians born in Vietnam who are now living in the United States. Thirty thousand more are expected to arrive in the next two years."

— Maeve McGoran, reporter

"They say, what did I come over here for, and why don't I just drop dead.... I said, 'Mom, look what they are saying to me, Mom!'"

— Tom Willis, Philadelphia

✓ Why does Tom have several different names? Why do you think he decided to change his name to "Tom Willis"?

✓ How did American children react to him? How did Vietnamese children? Why?

✓ Describe his experience at his friends' party, and the consequences he suffered. What do you think you would have done in his place? Why do you think he reacted the way he did?

✓ Do you think he will ever find his father? What difference do you think it would make in his life?

15. Gay Youth — Commentary

(Side 6: approximate time — 3 minutes)

Young people who are gay learn early that their sexual preference can make them the target of hatred. Shawn Toth, of Portland, Maine, says his school years were haunted by the threat of physical and emotional violence.

For as long as man has written history, there has been inequality among people. More often than not, the history books have ignored or belittled women, not to mention Lesbians. But we do have a vast and rich history that few of us know. Only when we reclaim our own lives can we reclaim our history and live with pride.... Only with the power of numbers and the faith in ourselves can we conquer the fear and hatred that the world hurls at us.

— Michelle Osterday, 17
Dayton, Ohio

"The breaking point came when some athletes in school decided to play a trick. They hid around the corner, in the hall, and when I came around the corner, they threw me against the wall and all screamed, 'Faggot!' ...Everyone stopped to laugh or stare at me. You can only imagine how painful it was seeing all those faces staring at me. It was hard enough to be 14 and gay, but to everyday be reminded how different you are. It just seemed there was no one out there to help me."

— *Shawn Toth, Portland, Maine*

✓ How do you feel about young people you meet whom you think are homosexual? What makes you think they are homosexual?

✓ Have you ever witnessed threats against gay people?

✓ How did witnessing these threats or comments make you feel? Did you say anything to anyone at the time? What did you say and why? If you didn't say anything, why didn't you?

IV: Prejudice 'Discovery'

As noted earlier, it is important that educators recognize the extent and depth of their students' prejudices before engaging in activities to reduce those prejudices. The following activities can help teachers in this process of discovery. They may be used separately or in combination with discussion sessions based on the "Prejudice Puzzle" reports and questions listed in Section III of this guide.

Section V will describe other learning and prejudice-reduction activities that focus more directly on the Prejudice Puzzle reports. Those may also be used separately or in conjunction with the discovery exercises below.

Elementary School Activity: Colors

As part of this activity, teachers may consider showing "Behind the Mask," a videotape offered by the Anti-Defamation League of B'nai B'rith. The video comes with its own discussion guide. After viewing the program, have the students role-play as members of different "color teams." The activity is open-ended, and the time allowed is up to the teacher. Follow-up activities are suggested as well.

In the exercise students identify themselves as part of a fictional group and translate this identity into real-life situations. In the process, they acknowledge positive and negative aspects of being different and take steps to under-

stand people's differences better. The intent is to achieve two ends: help teachers recognize tendencies toward prejudice in their students, and help students work to combat the tendencies.

Materials

✓ Sheets of construction paper in several colors, depending on the size of the class; avoid colors normally associated with "real life" groups — black, yellow, red, and brown; instead, use purple, green, blue, and orange.

✓ Stickers, ribbons, and other small items for personalizing individuals' membership in the groups.

✓ Scissors, string, or safety pins.

Preparation

1. Divide the class into two or more groups, depending on the number of students. Keep the groups small and as diverse as the demographics of the classroom permit. Assign each group a color.

2. Have the students in each group identify themselves with the group color using masks, badges, armbands, or other simple designations. If time is short, the teacher may wish to have the masks or other designations made in advance and brought to class.

3. Give all students a short time to personalize their color designations with stickers, ribbons, or other small, easily obtained items.

4. Ask the students to don their masks or other designations.

Part I: Belonging

1. Give students time to talk with others in their color group. For starters, ask them to introduce themselves to each other: "I'm [Jane] and I'm [blue]."

2. Ask them to discuss among themselves why it is nice to be blue, orange, purple, or green. Encourage them to be

from:

The Sight of Two Blinded Men

I can see you,
You can see me.
One plus one equals "we."
I know you are there
You know I am here
We used to be two flowers,
Until the weeds came up
And strangled us.
The weeds run deep
They are thick
But I am ready to dig
Are you?

— Pete Buehrer, 17
Dayton, Ohio

as creative as possible about the positive aspects of being their color. Have someone in the group (or the teacher or an aid) write down three of the "nice" aspects of each group.

3. Ask each group to adopt a pride slogan for the group color: "Blue is beautiful," "Green is great."

4. Ask the groups to discuss some bad things about being the designated color.

5. Make sure they take time to admire each other's personalizations.

Part II: Interacting

Students from each group should now interact with the other color groups.

1. Have each group introduce itself by declaring the name of the group and its pride slogan. (A spokesperson may have to be designated to avoid having everyone shouting at once!)

2. After each group is introduced, have someone in each read the three nice things about being a member of the group.

3. As the teacher, you should play devil's advocate, asking the groups to question the positive aspects of membership in the other colors. (For example: ask members of the purple group if they'd want to be green, and why or why not. Green is the color of snakes, after all.) Why is being one color "better" than being another.

4. Let students be as creative as possible in their responses. Listen closely to their comments, and note those that have a ring of real-life prejudice about them.

5. Jot some of the comments down on the blackboard for further exploration.

Part III: Discovery and Cooperation

1. Ask students if they can see any benefit from getting to know students in the other color groups. Might an "or-

ange" student give a "purple" one a new way of looking at the world? If "blue" and "green" students stood side by side, what would result?

2. Ask individual students to suggest ways they could get to know members of the other color groups. For instance, they might ask what it's like being purple or green. They might invite the other groups' members to join in a game or to share part of their lunch.

✓ What would be the reaction of the rest of the group?

✓ Would they say it's okay to talk to someone from another group or would they make fun of the fellow member?

3. Again, the teacher should note for later exploration comments that have real-life ramifications.

4. Ask the students if all members of a single color group are alike? Why or why not? Point out the personalizations within a single color designation.

5. Regroup the students into multicolored groups, assigning to each new group a member from each of the previous color groups. Ask these new groups to create a cooperative effort: give each group crayons representing the various colors of the members and ask them to draw a cooperative picture. This may result, for instance, in a blue and orange flower on a green stem, or in interlocking patches of color.

6. Ask each group to explain its picture. Display the pictures around the room.

Part IV: Lowering the Masks

1. Ask students to remove their masks or other personalized color designations and to look around the room. Do they notice fellow students of different skin colors (or sizes, or other differences)?

2. Direct their attention to the comments made during the color exercises. Have they heard similar statements in real life? Discuss these with the students. During the discussion, emphasize the problems that arise from judging people by

from:

"The Battle of Wills"

Prejudice is merely a
battle of wills
Don't let it be the battle
that kills!

— Tiffany Jeanell Lightbourn, 15; Dayton, Ohio

their outward appearance, and the positive effects of getting to know people who are different.

Follow-up Activities

The teacher may wish to follow the above color activity with one or more of these ideas:

1. Have each student work with a partner who, in real life, is quite different. Ask them to create a cooperative picture or other project.

2. Have each student draw a picture that reflects the color-group exercise. Ask each to write a caption for the picture, then discuss the pictures and captions.

3. Make sock puppets of different colors available for puppet shows created by groups of children. Ask the children to perform their shows for the class.

4. Older students might be asked to create cartoon strips in which characters of different colors interact.

Junior High and High School Activity: Who Are You Calling 'Different'?

During this activity, students will explore concepts of "differentness" within their own classroom and in the halls of their school. They will then apply these concepts to the world outside the school. The teacher will discover how students perceive differences within the classroom, and how students react to being labeled "different." They will also discover some aspects of student culture that they may not have fully understood in the past. By exploring their own youth culture and its many variations, students will learn that what they may have considered "normal" is considered "different" by others.

Part I: Who's Different?

1. Students begin by looking around the classroom and picking out people who, in their opinions, look different in

some way. Have each student select three people and describe them:

✓ Who are they different from?

✓ What makes them appear different (skin color, hairdo, clothing, size)?

2. Use these descriptions as the basis for discussion of what makes people appear different. Are these assumptions justified?

✓ Does wearing torn clothing mean a person is poor, or might it mean the person is trying to emulate the latest fashion?

✓ What does a punk haircut mean?

✓ What does a single earring in the left ear mean?

✓ What assumptions do we make about African-Americans, Asians, disabled people, overweight people?

3. Following the discussion, have each student in the right half of the classroom pick from the left side one of those he or she identified as different and find out more about this person by asking questions. In the process, students should move beyond "difference" and find out what they have in common with the other:

✓ Do they "hang out" at the same mall?

✓ Do they like the same television programs?

✓ Do they both dislike baby-sitting for their younger brothers or sisters?

4. Each pair should list five similarities and five differences they have, then share the discoveries with the class.

Part II: Where Do I Fit in?

1. Tell students to think of a group they belong to: a sports team, club, language group, ethnic group, or just "the

guys we hang with." Ask them to write a descriptive essay or give an oral report about the group:

✓ How big is it?

✓ Who are its leaders?

✓ Does it have "initiation rites"?

✓ How do you learn to conduct yourself as a member in good standing?

✓ Do members have nicknames within the group?

✓ Does it have a special language?

✓ Are special events celebrated by the group?

✓ How does it feel to be a member?

✓ What is the group's relationship to other groups that are either similar or different?

2. Discuss the answers to the above questions in class, comparing and contrasting types of groups and their special qualities.

Part III: Collecting 'Culture'

1. Ask each student, or teams of students, to make a "cultural collection" survey within the school. They may pick some aspect of their own group, explore a different group, or collect "cross cultural" information. Ideas include surveys of:

✓ Greetings among different groups: handshakes versus "high fives"; greetings in different languages, etc.

✓ Graffiti in school bathrooms. Whom does it address? What attitudes does it reveal?

✓ Personal adornments or personalization of one's locker, bike, or car. What symbols are represented? Who else would understand the significance of these symbols?

Ever since I can remember I have had kids in my classes that didn't understand my disability, always wanting to criticize or put me down because they thought that I was stupid or that my disability caused me to be different in another way than my not being able to walk. I remember that in my 5th grade class, my dad came to school and explained to my classmates what my disability was all about. After that the kids understood that under my frail body was a regular, perfectly functioning human being.

— Jeff Hoffman, 14
Matthews, North Carolina

✓ Superstitions among athletes. What is considered good or bad luck before a big game? How did this custom begin?

✓ Lunchtime behavior. Who sits with whom? What do they eat? What do they do before, during, or after eating?

✓ Listening and reading habits. What do certain groups of students listen to on radio, or what magazines or books do they read? What do their choices reveal about their personalities?

✓ Rituals of the prom or other school functions, from finding a date to getting ready. What do students do before, during, and after the event?

2. After choosing a research topic, each student should develop a hypothesis and test it against the information gathered. For instance, a student may assume that all male African-American students greet each other with high fives: does evidence prove this to be true? Do all Asian students sit together at lunch and eat Asian foods? Is all graffiti about the opposite sex? (Warn students against choosing only evidence that supports their assumption.)

3. Tell students to gather information by any means available and appropriate to the topic. Simple note-taking is acceptable, but photographs, sketches, audio tape, even videotape may serve some purposes better.

4. When the collections are completed, have students make oral reports or show their research results to the class. They may bring any items to help explain their collection (food, clothing, tools, sports items) and enlist friends to help demonstrate or act out aspects of their research.

Tell students to explain in their reports why they selected their research topic, what their hypothesis was, and how it was proven right or wrong.

Follow-up Assignments

1. Assign students to listen to "Prejudice Puzzle" stories of their choosing and make written or oral reports on

whether their explorations had anything in common with the theme of the program.

2. Expand the research beyond the school walls by asking students to gather evidence to support or refute the following statement from the "Prejudice Puzzle" report, "Elvis Presley vs. Louis Farrakhan."

> One problem with school integration is that it stops at the edge of the school grounds. At the end of the day, most of these students return to segregated neighborhoods, separate worlds: whites on the North side, blacks on the South side, Hispanics on the West side.

V: Prejudice Reduction

As can be seen clearly by now, no sharp line exists between discovery, or prejudice awareness, and prejudice reduction. The reduction, in fact, begins with discovery. The exercises described in this section of the guide build on those in the previous sections. They rely heavily on specific "Prejudice Puzzle" reports, and may be used alone or in tandem with the earlier activities, depending on the teacher, the size class involved, and the time available for the unit or succession of units.

Elementary School Activities

Most of the "Prejudice Puzzle" reports are intended for students above the elementary school level. However, the activity described below uses specific programs from the series as teacher background and suggests using sections of one report as a topic for discussion.

Before beginning this exercise, teachers may want to use the elementary school discovery activity described in Section IV

Preparation

1. Listen to the following reports: "Fat Camp in the Catskills," "Jason Zimmerman," "GI-Joe's Son," and "Non-

Standard English." (Total running time, approximately 62 minutes.)

2. Clip pictures of four different children from magazines or find pictures in books. A variety of physical and cultural differences should be included: children of different skin shades, overweight children, children with disabilities.

3. Play the voice of Tom Willis in "GI-Joe's Son." (Alternate: Hawaiian teenagers talking pidgin in "Non-Standard English.")

Strategy

1. Discuss the pictures first. Let children examine the pictures, then ask them:

✓ How are these children different from each other? From you?

✓ Do you know anyone that looks like these children? Tell the class about them.

✓ Would you enjoy playing with these children? Why or why not?

✓ Do you think if you got to know these children you would like them?

2. Introduce the tape and play the section you selected. Play it two or three times if necessary. Ask:

✓ Do you think this young man "talks funny"?

✓ Why do you think he talks this way?

✓ Do you know anyone who talks like this?

3. Explain that Tom Willis is a young man who moved here recently from Vietnam. His father is American, his mother is Vietnamese. He is learning to speak English, but it is hard. People make fun of him because of his accent. Ask:

✓ What do you think it would be like to learn a new language and have to speak it all the time?

from:

Piecing Together the Pieces of Prejudice

Take a good look at yourself. Now the first step is to stop your own prejudice. Then you can spread the effort to friends in your life. When you hear a prejudice statement bring it to the speaker's attention. They might not have realized how damaging it was to the one attacked. If we all work at it, we can stop it. Eventually the pieces of our world will fit back together perfectly. Someday, the world will be wiped free of prejudice and what a wonderful world it will be. I can't wait.

— Shonda Adair Hept, 17, Vandalia, Ohio

✓ Would you have trouble with some of the words?

✓ Do you think it's right to make fun of someone because of the way he or she talks? Why or why not?

4. Open general discussion on differences and getting to know others before judging them.

5. Use this brief lesson as a springboard for other activities on "differences," such as:

✓ Having someone with a disability visit the classroom and answer students' questions.

✓ Holding multicultural days when children, parents, or community individuals or groups explain their traditions. Keep these simple and focused. Avoid "show and tell" that can reinforce stereotypes.

✓ Reading books from the list in the Appendix.

✓ Playing audio-visual materials available from the Anti-Defamation League of B'nai B'rith (see page 8).

Junior High School Activities

The following activity works well as a discovery exercise that helps the educator become familiar with students' attitudes about themselves and each other. For an activity that can be used as a follow-up, see the Junior High/High School discovery activity in Section IV.

Preparation

1. Have students listen to the following reports: "'Black Barbie,'" "Latino Images," and "Children of the Mosaic." Total running time of the three reports is approximately 41 minutes, so teachers may want the class to listen to them on successive days. Depending on the time available, teachers may want to encourage the students to listen to the reports more than once.

2. Use the questions in Section III to prompt discussion of the issues raised in these reports.

3. Use the programs as a springboard to examine "what makes us who we are," using the following exercises.

Part I: Who am I?

1. Have students look at themselves in a mirror. Tell them not simply to glance at their reflections, but to study their physical appearances.

2. Have each one prepare a list of his or her physical attributes; encourage them to be as thorough as possible, working from head to toes. Tell them to use at least one adjective for each noun.

3. Students should then use their lists to write descriptive essays about themselves. They should include no information except what is on their lists.

4. Ask the students to discuss what the essays leave out about themselves.

3 Does what they see in the mirror match how other people see them?

3 How does judging someone on physical attributes alone lead to prejudice?

5. Have each student list 10 questions that would more accurately answer, "Who am I?"

Part II: Who are You?

1. Pair students at random and ask each pair to stand face-to-face. Tell them to pretend they are looking into a mirror.

2. As in the previous exercise, tell them to make lists of their partners' physical attributes, without asking the partners any questions.

3. Tell them to write essays about their partners based exclusively on the lists they made.

from:

Essay on Ending Prejudice

Racism is the epitome of all evil and we must end it. We have come a long way, but we have a few more steps to take before it becomes a thing of the past. Please help mankind take these steps to better our world.

—Christopher Cook, 15,
The Farm School
Summertown, Tennessee

4. Ask the partners to discuss between them whether the essays are accurate. Have them compare their earlier self-descriptions with the essays written by their partners.

5. Ask the partners to discuss the 10 questions each has written down. Using ideas from each partner's list, the pairs should each compile a comprehensive list of questions. Each pair should add as many questions as it feels are necessary.

6. Ask the students to use the compiled questions to interview each other. To gain more information, each interviewer can ask the subject to bring in photos or favorite items as clues to his or her personality. Also, after school visits to each other's homes might be arranged.

7. Tell each student to write a new essay, now using information collected in the interviews.

8. After the new essays are written, have open discussion in class:

✓ Were the students satisfied with the essays written about them?

✓ Did their interviewers discover their real personality?

✓ How much did the interviewers learn about their subjects?

✓ What surprised them? What would they never have learned from merely observing physical appearance?

✓ Did physical characteristics play any part in the second essay? How much of a part?

✓ Did any of the information revealed remind the students of anything young people said in the "Prejudice Puzzle" reports?

Follow-up Assignments

1. Ask students to write a poem on the theme "Who Am I? Who Are You?"

It used to be that it was very easy to tell who was Jewish. I don't mean just in the times of World War II, when all Jews had to wear yellow stars on their clothes. I'm talking of the times when you could tell who was Jewish by who got out early from school. The schools would let Jewish children out early so they could run home before the other children could beat them up.... Stereotyping and prejudice need to stop. I am a Jew and I will never forget.

— Dorothy Brodsky, 16
Charlotte, North Carolina

2. Ask them to write a Rap song about themselves.

3. Have them create an exhibit or scrapbook answering the question, "Who Am I?" (Possible entries: photos, favorite objects, tickets to events, and other souvenirs.) Each item should have an interpretive label.

4. Assign students to sit for 30 minutes in a busy public place, such as a public library, bus stop, or bank lobby, and select five people whose appearance strikes them in some way. Have them describe these people in a report:

✓ What preconceived ideas, based on physical appearances, did the students have about the individuals they selected?

✓ Do they think their judgments were fair?

5. Have students keep a prejudice diary for a week or longer, noting each time they are either discriminated against or discriminate against someone else, then share their experiences with the class.

✓ Did someone refuse to sit next to them on the bus?

✓ Did they call someone a derogatory name?

✓ On what were these actions based?

6. Have students prepare a mock radio report about either themselves or someone else in class, using the "Prejudice Puzzle" reports as a model.

High School Activities

The high school discovery activity in Section IV suggested an alternate activity on prejudice reduction that could be combined with the following to create a longer unit.

Preparation

1. During several days, have students listen to the following reports: "School Unity, Classroom Division," "Non-

Standard English," "In Alaska's Bush Country," and "Juvenile Lock-up." (Total running time, approximately one hour, 14 minutes.)

2. Discuss the reports using the questions in Section III or others specifically tailored to the school's population.

Strategy

1. Initiate classroom discussion comparing the institutions and systems referred to in the four stories. Have students listen to the programs again, if necessary.

✓ Does Lincoln Park High School have anything in common with the correctional institutions for young offenders?

✓ Do those who speak non-standard English have problems similar to those of the Alaskan students?

✓ Which educational system mentioned in the four stories best serves its students? Which one serves them least?

2. Divide the students into groups of four and assign one student in each group to play a role from the cultures discussed in the reports. (It isn't necessary to match students with their real-life situations.)

✓ A white student in the Lincoln Park High I.B. class.

✓ A black student in a correctional institution.

✓ An Alaskan youth from Akiachak.

✓ A Hawaiian student who speaks Pidgin at home and on the streets and standard English at school.

3. Urge the students in each group to discuss their differences, problems, and frustrations.

4. In the same small groups, have students play roles as reformers. Give them freedom to suggest changes that would address problems and frustrations in the education

from:

Togetherness Is the Key

Racists can be just like cockroaches, once you see one of them, the next thing you know you've got hundreds. If we as Americans take a stand, we can squash each one flat.

— Krista Lynn Guy, 18
Dayton, Ohio

system as voiced by the young people in the "Prejudice Puzzle" reports. Each group should write down three changes it would propose.

✓ What would they change?

✓ How would they restructure schools to better serve these young people?

✓ How would they restructure their own school?

5. Ask each group to present to the class its ideas for reform and then to discuss them. The teacher should help students formulate a reform statement that synthesizes the best ideas, as voted on by the class. Reforms may apply to all education systems or to specific systems mentioned in the reports, such as juvenile detention centers or Alaskan village schools. If reforms are specific to certain institutions, the class could also make an effort to discuss whether universal reforms are desirable or necessary.

Follow-up Assignments

1. Students may be assigned to explore education and cultural differences further, researching and discussing the notion that students from different cultural backgrounds learn differently.

2. Teachers of advanced classes may wish to assign library research on the history of multicultural education or review recent education journals for current proposals that address prejudice in schools.

3. Students interested in anti-prejudice reform in their own school could be encouraged to write editorials and submit them to the school newspaper.

Appendix: Related Reading

The following bibliography was compiled from reading lists prepared and distributed by local libraries as part of NPR's "Class of 2000: The Prejudice Puzzle." The titles were selected by the Dayton and Montgomery County (Ohio) Public Library and the Quincy (Illinois) Public Library, in cooperation with public radio stations WYSO-FM/Yellow Springs, Ohio, and WWQC-FM/Quincy, Illinois.

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Uchida, Yoshiko. *A Jar of Dreams,* Atheneum, 1981.

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Carlson, Nancy L. *Loudmouth George and the New Neighbors,* Carolrhoda Books, 1983.

DePaola, Tomi. *Oliver Button Is a Sissy,* Harcourt Brace Jovanovich, 1979.

Karlin, Nurit. *The Blue Frog,* Coward-McCann, 1983.

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Childress, Alice. *Those Other People,* Putnam, 1989.

Dines, Carol. *Best Friends Tell the Best Lies,* Delacorte, 1990.

Homes, A.M. *Jack,* Macmillan, 1989.

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Rinaldi, Ann. *The Good Side of My Heart,* Holiday House, 1987.

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Tunis, John R. *Keystone Kids,* Harcourt Brace Jovanovich, 1990.

Nonfiction — Juvenile

Adams, Barbara. *Like It Is: Facts and Feelings About Handicaps from Kids Who Know,* Walker, 1979.

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General

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Lewis, Bernard. *Semites and Anti-Semites: An Inquiry into Conflict Prejudice,* Norton, 1986.

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